

Student Performance in New York City District 9 on New York City/State Assessments after One Year of *Houghton Mifflin Mathematics*

BACKGROUND

In the fall of 2001, all public elementary schools in District 9 in New York began using *Houghton Mifflin Mathematics* in grades K through 6. This report examines student performance on city and state mathematics assessments to determine if any change in test scores occurred after implementation of the Houghton Mifflin math program

DEMOGRAPHIC PROFILE

District 9, located in the Bronx, is a sub-district within the New York City Public Schools district and has an elementary school enrollment of approximately 23,000 students. According to a report

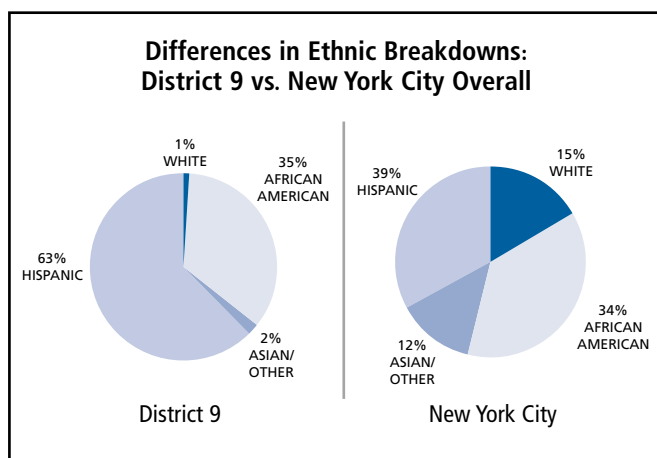
issued by the City University of New York, District 9 has been called the poorest in the nation based on median income. Nearly all of its students are eligible for free lunch (93 percent) compared with 75 percent of all New York City students. Moreover, District 9 also has a larger minority population than the total New York City district, with 99 percent of students classified as non-white.

ASSESSMENT SPECIFICS

There are two mathematics tests administered in District 9: The City CTB Mathematics Test, which is administered to grades 3, 5, and 6, and the State Mathematics Test, which is administered to grades 4 and 8. Both tests are standardized assessments that are published by CTB/McGraw-Hill.

Test scores in this report are based on the percentage of students scoring at Level 3 (students who meet the learning standards for mathematics) and Level 4 (students who exceed the learning standards). The test scores were obtained from the district's Web site: http://www.nycenet.edu/daa/test_results/.

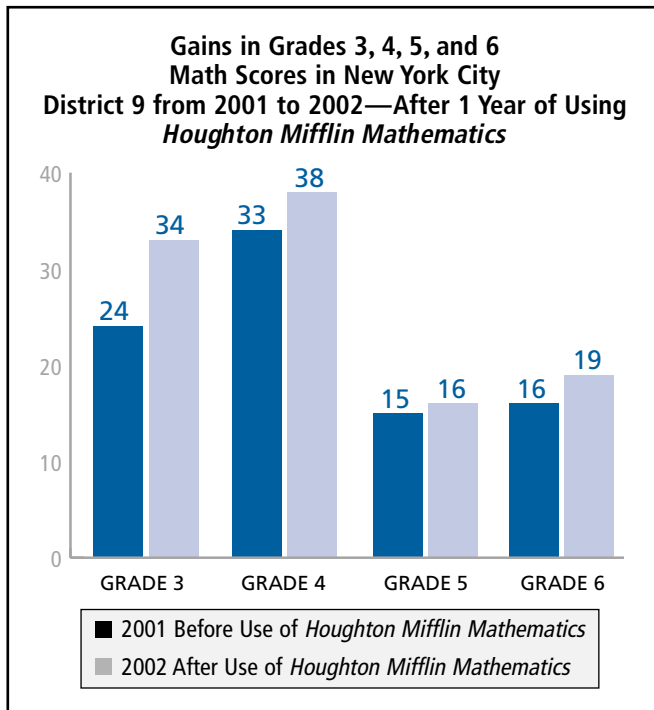
FIGURE 7



FINDINGS

As the graph below illustrates, District 9 students in grades 3, 4, 5, and 6 experienced gains in math scores after one year of using *Houghton Mifflin Mathematics*.

FIGURE 8



Although the gains for grades 5 and 6 are minimal, they are positive. During that same period, the grade 5 and 6 scores for the New York City district as a whole declined (shown on page 59).

The graphs on pages 58–59 compare the percentage of students in District 9 scoring at Level 3 (meeting standards) and Level 4 (exceeding standards) with students in the New York City district as a whole. As is evident in the graphs, District 9's scores start out well below those of the New York City district. Nevertheless, after one year of using *Houghton Mifflin Mathematics*, District 9 experienced larger gains than all New York City districts combined for all grade levels examined.

FIGURE 9

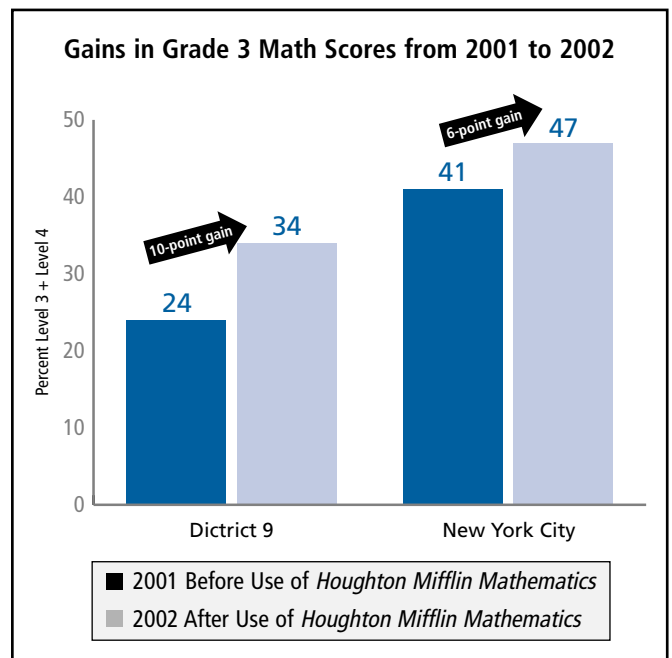


FIGURE 10

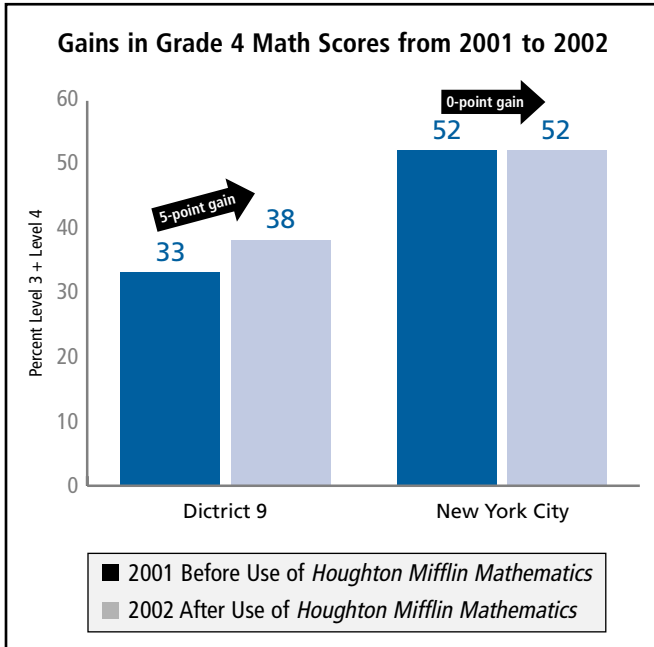


FIGURE 12

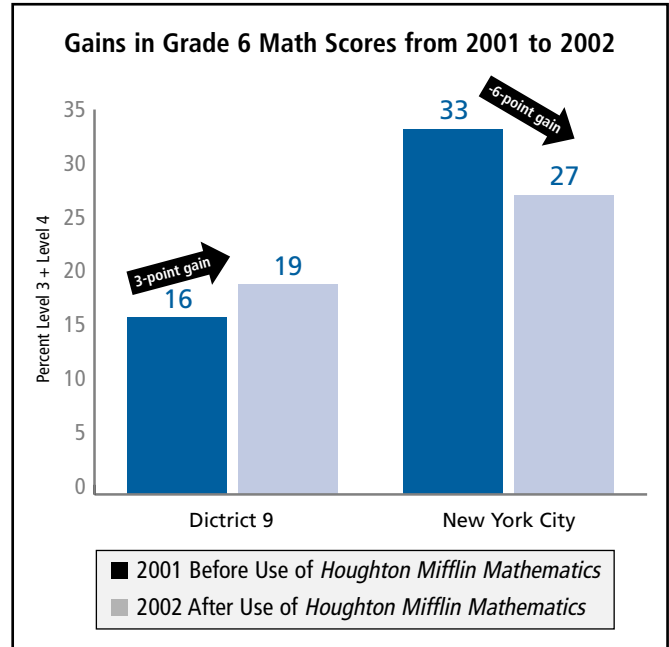
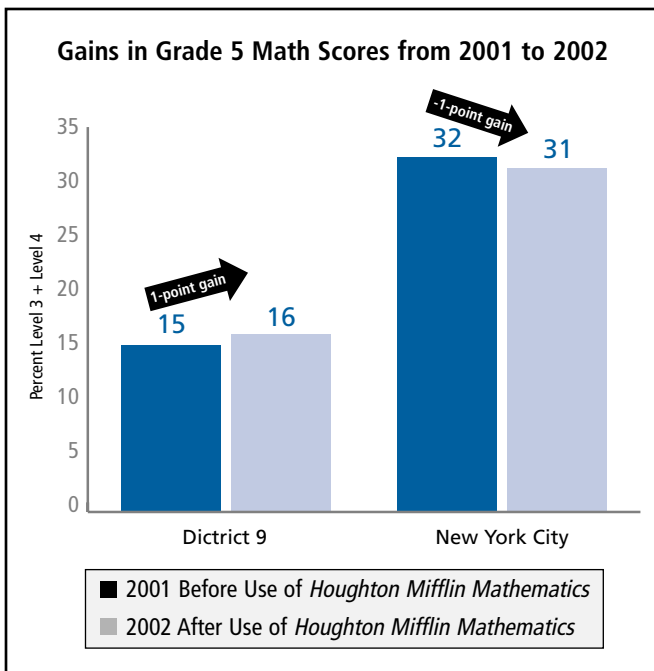


FIGURE 11



CONCLUSION

After one year of using *Houghton Mifflin Mathematics*, students in New York City District 9 have made considerable progress in increasing their mathematics test scores. These gains are evident at every grade where students are tested, 3, 4, 5, and 6. Furthermore, gains among the District 9 schools are greater than those experienced in the New York City schools overall.